

Standard 7-3

The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.

7-3.4 Explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism. (E, H, G)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

This is the first time students have been taught about the Industrial Revolution in Europe or Japan. They have not been taught why England was the first nation to industrialize or about the development of socialism.

In 3rd grade, students explained the impact and causes of emigration from South Carolina and internal migration from the rural areas to the cities (3-5.4).

In 5th grade, students explained the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the growth of cities and the shift from an agrarian to an industrial economy (5-3.3).

In 8th grade, students will summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century (8-5.3). Students will also compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas (8-5.4).

In Global Studies, students will compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them (GS-4.3). Students will also explain the causes and effects of political, social, and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries (GS-4.4).

In US History, students will summarize the factors that influenced economic growth of the United States and its emergence as an industrial power (USHC-5.2). Students will also explain the transformation of America from an agrarian to an industrial economy (USHC-5.3) and explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farms to cities (USHC-5.5).

It is essential for students to know:

The Industrial Revolution began in Great Britain following the Agricultural Revolution and the early advancements in technology and machinery, especially machinery related to the textile industry (7-3.5). The enclosure movement, crop rotation, and advanced agricultural technology

increased agricultural yields, which led to increased population and forced small farmers to become tenant farmers or move to the cities. **Great Britain had the factors of production needed for industrialization**, including natural resources, rivers and harbors, experienced entrepreneurs, rising population, political stability, increasing world trade, and economic prosperity and progress.

Following its start in Great Britain, the Industrial Revolution spread to the United States and those countries of continental Europe in which factors of production were available. In the United States, industrialization was focused mainly in the Northeastern region, and early industry focused on the textile mills, as it had in Britain. Samuel Slater memorized the plans for the machinery (as it was forbidden to take such information out of Great Britain) and built the first water-power textile mill in America in Pawtucket, Rhode Island. His “Rhode Island plan” hired entire New England families and created new company towns. Lowell, Massachusetts became another model town of mechanization. In the “Lowell method” young, single women were the primary workers in factories. In **continental Europe**, the spread of industrialization was slowed by the Napoleonic wars. Belgium followed the British lead and became the first to industrialize in 1799. Beginning around 1835, Germany embraced industrialization, building factories and railroads that eventually fed its military power. Many other European countries began to specialize in various industrial products, including silk and cotton products. But even as others in Europe industrialized and drastically changed their environment, France remained highly reliant upon an agricultural economy, not wanting to deal with the social and economic issues that accompanied industrialization. In Japan, industrialization began as a response to growing imperialistic threats against the nation. The Meiji era, begun in 1867, brought the beginnings of modernization and industrialization that resulted in a competitive industrial country by the early 1900s.

Urbanization, the movement of people to cities, was a product of the industrial system. With the invention of machines, spinning and weaving previously done by individuals in the home were moved to factories. These factories were built in existing cities or established towns near water sources, and created a radically different lifestyle because hired individuals were assigned specific tasks, leading to the division of labor. Individuals could earn more in factories than on farms, leading to a large **rural-to-urban migration**. Many European cities at least doubled in population during this period of history. The living conditions in cities were unregulated, leading to poor housing conditions, inadequate police protection, and unsanitary conditions. The middle and upper classes typically moved to nicer homes in the suburbs, which was a tangible reflection of the growing class divisions. Workers spent long hours in the factories, often fourteen hours a day, six days a week. The working conditions were dangerous and often resulted in injury, but there was no recourse for such injuries.

Laissez-faire capitalism was the foundation of the Industrial Revolution, as this was the economic system in which all factors of production were privately owned and there was no government interference. But capitalism, based on laws of competition, supply and demand, and self-interest, also allowed for great disparity in wealth. Supporters of capitalism opposed the creation of minimum wage laws and better working conditions, believing that it would upset the free-market system and weaken the production of wealth. The working class was increasingly oppressed by the middle and upper classes. This led to a rising support of **socialism**, because of

the belief that such a system would provide for the greater welfare of the masses of working class people and allow the government to plan the economy in order to promote equality and end poverty. Socialism at that time offered workers more protection than capitalism did, and it also promised that it would better distribute wealth according to need. Karl Marx and Friedrich Engels, writing in *The Communist Manifesto*, proposed a radical socialism, stating that society was dividing into warring classes. It was proposed that the proletariat (the “have-nots”, or the workers), who were oppressed in their current conditions, would overthrow the bourgeoisie (the “haves”, or the owners) and create a “dictatorship of the proletariat.” Although this proletariat revolution did not occur during the Industrial Revolution, Marx provided the fuel for future reforms and revolutions.

In addition to the rise of socialism, labor unions and reform laws came about in the 1800s as a means to correct the disparities between social classes. Unions negotiated for better working conditions, higher pay, and shorter hours, and they would strike if demands were not met. These unions were restricted at first, but over time achieved nominal success. In the 1830s, the British Parliament began regulating mine and factory conditions for women and children, bringing much needed reform.

While individual gaps in wealth were problematic at this time, a global wealth gap also was occurring. As industrialized nations gained power over non-industrialized nations, these industrial powers began looking to exploit the weaker nations for resources and markets. Thus, imperialism was born out of the industrial era.

It is not essential for students to know:

It is not essential for students to know about every invention of the Agricultural or Industrial Revolutions. The focus should be on the trends and goals of this time, so a basic overview will be sufficient. Similarly, it is not essential to know the names of all manufacturers associated with the Industrial Revolution or the specialized products of every industrialized nation. While some might find it helpful to choose a mill city to focus on in order to paint a picture of industrial life (such as conditions, hours worked, organization, etc.), none of these cities are essential for study. Although the United States is important to highlight in terms of the spread of the Industrial Revolution, this is not essential overall in terms of a global focus. Additionally, it is not necessary to know every reform law passed during this time, but instead, focus should be on the general changes made by these acts.

Assessment guidelines: The objective of this indicator is to **explain** the causes and course of the Industrial Revolution in Europe, Japan, and the United States. Students should also be able to **identify** the reasons that England was the first nation to industrialize, **describe** the impact of the growth of population and the rural-to-urban migration, **identify** the changes in the organization of work and labor, and **describe** the development of socialism.